

International Development Research Centre
Fellowships and Awards Division

Report on:

**TRAINING PROGRAM IN LATIN AMERICA:
AN EVALUATIVE STUDY**

by:

Carol L. Birch

March 1986

124.

Training Programs in Latin America: An Evaluation
Study

Old evaluation report number was 2.4.5

CONTENTS

SUMMARY OF FINDINGS AND RECOMMENDATIONS	i - iv
BACKGROUND	v
OBJECTIVES	vi - vii
METHODOLOGY	viii
FINDINGS:	
Program	1 - 7
Process	7 - 10
Impact	10 - 13
IMPLICATIONS AND RECOMMENDATIONS	14 - 17
APPENDICES:	
Appendix A - Framework for Evaluation	
Appendix B - List of Data Required	
- Questionnaire to Awardees	
Appendix C - Selected Statistical Tables	
Appendix D - Pearson Candidates Overview 1986-87	

SUMMARY OF FINDINGS AND RECOMMENDATIONS

1. FAD's awards program in Latin America and the Caribbean during the period under review, as with those of other regions, was largely an individual awards program. Information from awardees indicated that the awards were both useful and relevant. Therefore the individual awards program should continue with the following recommendations:
 - maintenance of the present number of awards since it appears administrative limits have been reached
 - awards should be more closely related to a focused aid scheme
2. Almost two-thirds of the individual awards were for non-degree training. The predominance of non-degree training in the region should be retained since it is more likely to quickly remedy existing weaknesses and, for the most part, Latin America and the Caribbean have advanced beyond the need for basic training.
3. Of the awards given to support degree training, more than two-thirds were for Master's programs rather than PhD programs. Current FAD priority of supporting Master's programs rather than PhD programs should be retained except under exceptional circumstances or when linked to institution building.

4. Group-Training Projects, recently introduced in the region, have proven to be an effective means for specific skill development. Given LARO's relatively advanced research capability, increased emphasis should be placed upon this type of award in the region with the following recommendations:
 - Programs under this category must be carefully developed so as to be useful and relevant in the country and area in which they are offered
 - certificated be offered upon successful completion of the courses so as to ensure full participation and meet the requirements of and admittedly degree conscious society.
5. The data on process indicated 'demand-response' (responding to the spontaneous requests of division program staff) was the primary method of operations in LARO. It would be desirable to balance this style with 'supply-initiative' (FAD staff taking more initiative to pursue selected interests and needs) in order to create a more responsive program with better impact. Such a balance seems likely with the introduction of a Senior Program Officer for FAD in the region.
6. Contact with Centre staff and information from institutions or friends or colleagues familiar with IDRC were the means by which most applicants knew

about FAD awards and fellowships. Given FAD's limited resources and the already burdensome number of applicants it would seem preferable to limit the dissemination of information regarding FAD's awards and fellowships. Attending to a large volume of inquiries and rejecting many applications is not only time consuming for FAD staff but it may also lead to a negative image for the division, even the Centre.

7. Individual awards were thinly distributed among the Latin American and Caribbean countries and even more thinly distributed among institutions in these countries. This weak impact is partially attributable to FAD's method of operation of the awards program in the region. To achieve quicker and more direct impact a more focused pattern of aid should be developed.
8. Although the quantitative impact of the awards program was weak, there was a good match between awardees' training and their post-training activities. Most of the respondents of the follow-up questionnaire were actively involved in research or research training in their home institutions indicating a good selection of training programs for awardees from the region.
9. One-third of the awardees pursued training in areas compatible with research projects the Centre funded in their institutions. The remaining two-thirds were

from institutions in which the Centre had no projects or in disciplinary fields different from those in which the Centre had projects in their institution. Although it is not essential that all awards be linked to division projects in the area a somewhat closer tie would seem preferable.

TRAINING PROGRAM IN LATIN AMERICA: AN EVALUATIVE STUDY

BACKGROUND

The role of the Fellowships and Awards Division (formerly Fellowships Program) is to assist in the training and upgrading of the qualifications of researchers, managers and planners in scientific fields related to the broad mandate of IDRC. FAD programs are aimed at developing and increasing the research capabilities of individuals in the Third World in order to strengthen the research institutions of the Third World.

Since 1981 there has been an increasing desire for an effective monitoring and evaluation process for the Centre's training activities, in general, and FAD's, in particular. With the recent appointment of a Regional Officer for LARO the preparation of a summary document similar to the one completed for ASRO in 1983 was seen to be essential for the evaluation of FAD's offering in the region.

OBJECTIVES

This study is an attempt to discover the direction and effectiveness of past efforts in Latin America and the Caribbean in order to determine future priorities in the region. Data were collected about past and current awards and awardees (from 1971 to 1985) with regard to three areas of concern: program, process, and impact. Under each of these headings questions were raised to be answered and implications were drawn from the data and findings.

The specific objectives of the study were to answer the following questions:

Program

1. What kinds of training projects has FAD supported?
2. Where do FAD awardees study?
3. What are the personal profiles of FAD awardees?
4. What are the opinions of the previous awardees about FAD's various award programs?
5. What are the opinions of the awardees about the relevance of their studies?
6. What kinds of training needs were expressed by unsuccessful applicants?

Process

1. Has FAD's method of operations been that of 'supply-initiative' or 'demand-response'? ie. Are FAD's resources used to respond to the spontaneous needs and requests of Centre program staff, or to pursue certain interests and needs related to divisional priorities or project activities?

Process continued

2. Through what means do applicants get information about IDRC Fellowships?
3. What are the experiences of awardees with regards to FAD procedures and/or managerial practices?

Impact

1. What is the spread of the various award programs in terms of countries, discipline areas and levels of specialization?
How does this spread compare with divisional projects?
2. How well have FAD awards complimented or supplemented Divisional support for training and research?
3. What is the fit between awardees' training and their post-training activities or functions?
4. How much of their post-training activities or functions are training and/or research related?

Implications

What are the implications of the findings on the future direction and priorities of FAD's programs in Latin America?

METHODOLOGY

As previously indicated this study covers awards and awardees from 1971 to 1985 and examines them in terms of:

1. program areas
2. needs
3. process
4. outcomes

verifiable indicators, methods of verification, and sources for each were specified; the details of which are found in Appendix A.

Data gathering activities included the examination of files and documents: all available files of individual awardees and applicants and selected reports. In addition, a follow-up questionnaire was sent to awardees in the region to obtain information about their current job positions, functions and related training/research activities, and their opinions about the relevance of their own study programs and the usefulness of various FAD award programs. A list of data to be gathered and the questionnaire sent to the awardees are found in Appendix B.

FINDINGS

PROGRAM

Heavily Individual Awards

During the period under review FAD's training support in Latin America and the Caribbean has been predominantly individual in orientation. Awards included: Pearson Fellowships, Program Related Awards, Pre & Post Project Awards, Professional Development Awards, PhD Thesis Research Awards, Research Associate Awards, Research Fellowships, Senior Fellowships, South-North Research Awards, Senior Research Associate Awards, and Energy Related Awards. However, Group Training Projects, introduced into the region in 1982, appear to be growing in popularity.

The fourteen years under review yielded a total of 264 awards. The following table summarizes the awards under each category.

AWARD CATEGORY:												
PF	PRA	PRE	POST	PRO-D	PHD	RA	RF	SF	S-N	SRA	ENERGY	GROUP
20	75	39	56	3	4	40	1	7	1	5	3	10

As the preceding table shows, 72% (190 out of 264) of the awards were in three categories: Project Related (Pre & Post), Pearson Fellowships and Program Related (the inheritor of the earlier Research Associate, Professional Development and PhD Thesis Research Awards).

Dominance of Non-Degree Training

Sixty-two percent (62%) of LARO awardees were funded for various types of non-degree training including short courses, research activities with a practical attachment, study tours and internships. Of those who were funded for degree programs, sixty-seven percent (67%) pursued Master's degrees, thirty-two percent (32%) pursued Doctoral degrees and only one percent (1%) pursued Bachelor's degrees.

Place of Tenure

Overall thirty-five percent (35%) of LARO awardees remained within the region, frequently travelling to other countries therein, for their training. Of those who left the region for training fifty-two percent (52%) went to institutions in Canada, twenty-five percent (25%) went to institutions in the United States, fifteen percent (15%) went to institutions in Great Britain and the remaining eight percent (8%) went to institutions in other developed and developing countries, particularly France, Nigeria and the Phillipines.

31 to 45 Age Range

Overall most of LARO's awardees tended to be within the 31 to 45 age range. Forty-eight percent (48%) of the Pre and Post Project awardees and forty-four percent (44%) of the Program Related awardees were within this range. Eighty-five percent (85%) of the Pearson Fellows were within the recommended age range of 25 to 35 years and all but one were within the 25 to 41 age range.

Division Between the Sexes

In general the award distribution in LARO favoured the men; sixty-eight percent (68%) of all LARO awardees were men and men comprise most of the senior awardees. Among the most popular awards, however, the discrepancy was somewhat less. For both the Pearson Fellowships and the Project Related Awards the division was sixty percent (60%) male to forty percent (40%) female (although women received more Pre-Project Awards and men more Post-Project Awards). The division of the Program Related Awards was somewhat closer to the overall average, sixty-four percent (64%) going to men and thirty-six percent (36%) going to women. Over time the distribution appears to be becoming more egalitarian. Between 1970 and 1972 all of LARO's awardees were men; between 1973 and 1975 ninety-four percent (94%) were men; but by 1979-1981 fifty-three percent (53%) were men.

Administrators, Researchers and Teachers

The majority of the awardees may be classified into three broad categories: administrators, researchers and teachers. However, in many institutions, it is common for researchers to have teaching and sometimes administrative duties or for teachers and administrators to be involved in research, thus there is some overlap in the categorizations. Among the awardees forty percent (40%) could be considered administrators with responsibilities including policy formation and planning or administration of research and/or training. Twenty-three percent (23%) claimed to be researchers, independent or attached to various organizations or institutions, and fourteen percent (14%) were teachers. The remaining thirteen percent (13%) were miscellaneous professionals or did not declare themselves.

Awardees' Opinions Regarding Awards Programs

In a survey questionnaire sent to LARO awardees, the awardees' opinions were sought regarding the importance and/or usefulness of FAD awards programs. In particular they were asked to comment on Pre & Post Project Awards, Program Related Awards, Group Training Awards, Research Fellowships and Pearson Fellowships. The great majority of those who returned the questionnaire (a total of 43 were received, just over 23% of those sent) commented positively on the various awards. The following are the most common comments:

Pre & Post Project Awards

- pre-project awards are extremely useful for preliminary research and training for long-term projects
- pre & post project awards are very useful in capacity building, providing a means to increase the knowledge base
- pre & post project awards are helpful in facilitating research in areas where there is little local expertise

Program Related Awards

- very useful in the development of the research capacity of both individuals and institutions
- practical attachments associated with these awards are very useful

Group Training Awards

- excellent program
- most valuable for non-academic, specific skill development
- allows greater number access to training
- provides the opportunity for sharing knowledge and skills among participants
- promotes increased cooperation - networks of researchers

Research Fellowships

- excellent opportunity for senior researchers to re-devote themselves to research

Research Fellowships Continued

- provides the means for senior researchers to re-generate themselves through the exposure to new ideas and/or resources
- broadens the research base - may result in significant research

Pearson Fellowships

- excellent program
- provides an opportunity for the development of the potential of young public servants which might otherwise go untapped
- practical attachment essential

note: While awardees in general were concerned that the individual programs of awardees in each category be relevant and that awardees be presented with certificates, if not degrees, upon the completion of their programs, their major concern was with the nature of the Pearson Fellowships. The restriction of these fellowships to civil servants and the method of application, according to the awardees, are likely to prevent qualified candidates from being considered because they work in NGO's or lack the necessary political contacts to be recommended.

As for the relevance of their own training programs, virtually all respondents expressed general satisfaction. A few felt that their experience could have been improved if there had been more opportunity for them to contribute to the development of their award programs or if there had been more time available under the award.

Unsuccessful Applicants

Although the record of unsuccessful applicants is relatively incomplete (records in both LARO and Ottawa do not necessarily contain complete documentation and are not generally kept beyond one year) certain trends appear visible. It would seem that the majority of those rejected were applying blindly. They sought funding for the completion and/or advancement of their training

but displayed little or no knowledge of Centre priorities or regulations with regard to funding. Of those who appeared to have some knowledge of IDRC/FAD offerings, the overwhelming majority applied for Project or Program Related Awards, followed distantly by Pearson Fellowships. Very few specified other types of awards.

As to the type of Training sought by the unsuccessful applicants, very few applied for aid in completing masteral or doctoral degrees in relation to those applying for either post-graduate or non-degree programs. Few proposed wholly . . . research programs. Rejected applicants also tended to apply in areas of Centre priority but were rejected, ostensibly, because they failed to apply through the proper channels or were not associated with a Centre project, or so it would appear from their letters of rejection. Perhaps, this is due to the use of the pipe-line system which allows the Centre to place applicants in appropriate projects in the future.

Both Ottawa and LARO use standard letters of rejection which contain a variety of reasons for rejection including:

- *1. IDRC awards are project-tied and therefore not open to competition (Ottawa)
- 2. The award for which the applicant has applied has been discontinued. (LARO/Ottawa)
- 3. There is presently no budget to fund the applicant's research. (LARO/Ottawa)
- 4. The area of research chosen by the applicant does not fall within the areas of Centre priority . (LARO/Ottawa)
- 5. The proposed project is not a research project. (LARO)
- 6. The applicant's home institution is not one in which the Centre has projects. (LARO)
- 7. For Pearson Candidates - Sorry, you have not been selected. (LARO/Ottawa)

* this is the most common rejection

While some candidates do receive individualized versions of these letters, the majority receive standard rejections and, generally, there is no reason beyond these in their files.

It is interesting to note that unsolicited applications for FAD support appear to be increasing; also that the majority of these applications are from Brazil, Mexico, Colombia and Chile, which are overall the most successful countries in receiving FAD awards. Finally, the majority of the rejected applicants apply in areas of traditional Centre support including, Agriculture, Economics, and Health and Information Sciences.

PROCESS

Supply-Initiative vs Demand-Response

This is an issue of great importance for a division which is responsible for the majority of the training activities of the Centre. 'Supply-Initiative' refers to a method of operation which enables the training program to pursue defined goals, interests and/or needs, in an organized fashion, while 'demand-response' refers to a method of operation in which the division allocates training funds in response to the spontaneous requests of divisional staff.

The wide distribution of the 264 awards over 28 countries and more than 176 institutions (the exact number of institutions is not available since some of the older files do not contain records of the awardees' home institution)

would seem to indicate more of a 'demand-response' style than a 'supply-initiative' one. Further evidence of the 'demand-response' style is the established practice of division officers requesting training money on the basis of their distribution of projects, and FAD's allotment of its resources on the basis of these officers' recommendations.

However, it appears that some attempts have been made to focus FAD support for training in a more 'supply-initiative' manner. Despite FAD's dependence on division officers and their recommendations, FAD has been adamant that all the training FAD supports fall within the Centre's designated areas of priority, and that division officers clearly demonstrate the need for the programs which they request. Further, since the early eighties there has been a feeling that scattered programs as seen in the seventies were not as effective in building research capacity in the regions as more concentrated ones might have been; hence the recent implementation of the 'trainor-trainee' scheme in which particular institutions are selected for focused aid to either provide trainees or act as trainors within the region. Although LARO was without a Senior Program Officer until last year, it would appear that the beginnings of such a scheme have been implemented in at least a few of the region's countries in which selected institutions have received awards in selected fields over a period of three or four years.

How Information about IDRC Awards got to the Applicants

The mailed questionnaire asked awardees about the information dissemination process regarding the availability and requirements of FAD sponsored awards and fellowships.

The following are the main sources of information reported:

IDRC Staff Members	21
Various Local Institutions	14
Friends or Colleagues	9
Print Materials	5

{N>43 because respondents listed more than one source of information)

The above distribution, along with the number of unsolicited requests for awards, would appear to indicate that FAD's awards program is well-known in the region, but that regional staff are still active in the recruitment of suitable candidates.

Reasons for Recommending Awards

The process of internal Centre review of applications includes recommendations by various program officers. From the files of LARO awardees the following were given as the main reasons for recommending approval of awards (numbers in brackets indicate frequency):

- the training was important in meeting country and/or institutional needs (73)
- professional development of the applicant (35)
- the training was important for project preparation, development or continuation (33)
- the potential of the awardee as a future trainor - human resource development (16)

The list includes a range of reasons for supporting trainees: general, project related and institutional, but none were very original.

FAD Management/Monitoring Process

The mailed questionnaire sought information from awardees about FAD's handling of their awards. Few of the awardees, however, chose to express themselves. The following are the responses of those who did (numbers in brackets indicate frequency):

- experience could not have been improved (5)
- insufficient communication between IDRC, the awardee, and his home and host institutions (5)
- awardee not permitted enough input into the development of his award program (3)
- insufficient follow-up of awards (2)
- award handling completely satisfactory (2)
- unsatisfactory financial arrangements (2)
- award timing/scheduling needs improvement (1)

There appears to be a good balance between complaints and praises. While a certain number of complaints are reasonable considering the demanding nature (in terms of time and effort) of administering a largely individual awards program, it is interesting to note that the majority of the complaints are related not to individual problems with award handling but to awards' policies generally.

IMPACT

Thin Distribution

Overall, the distribution of awards in LARO in terms of countries, institutions and program areas can only be described as thin. Despite their sizable number, 264 awards, they were distributed over 28 countries, more than 176 institutions, in

27 different program areas and over 14 years. Two of the region's countries received sizable numbers of awards; Chile received 39 awards and Colombia received 42 awards. With these exceptions the rest were almost evenly split between those receiving between 10 and 20 awards, 5 and 10 awards and 1 and 5 awards. Although single institutions in the past received multiple awards during a single year, it is only in recent years that single institutions within countries have begun receiving multiple awards over a period of years. Thus only 10 of the more than 176 institutions FAD has supported could be even loosely described as IDRC sponsored institutions, that is, institutions selected for strategic strengthening through the 'trainor-trainee' scheme.

None-the-less, the proportionate distribution of the awards based on the Centre's divisions' programs is generally consistent with the priority given them by the Divisions, in terms of their financial allocations. Thus FAD appears to be doing reasonably well in its complementary role with the Divisions despite its limited resources.

Good Match between Awardees' Training and their Post-Training Activities and/or Functions

Analysis of this portion of the questionnaire data showed that eighty-nine percent (89%) of awardees returning questionnaires either returned to their former or higher positions and applied their training, or remained working in the same disciplinary field applying their training even if they did not return to the same institution. Only two percent (2%) of the awardees are in positions where their training is not applicable. Nine percent (9%) did not answer this question.

Contribution of Training to Research and/or Research Training

On the returned questionnaires, 36 former awardees described how their training did or did not contribute to the strengthening of their home institutions' and/or countries' research capabilities. Their comments may be divided into two categories: direct/indirect contribution and weak or no contribution. The direct/indirect contributions included (numbers in brackets indicate frequency):

- increased awardee's knowledge and ability to contribute to research and research training (21)
- created new research programs or training courses (14)
- helped expand or improve existing programs or services (5)
- made new contacts in the research community and opened new doors for collaboration (5)
- influenced policy formulation (5)
- gained new managerial or administrative skills useful in the awardee's job (4)
- received much needed equipment for research (1)

The statements which may be classified as making poor or no contribution included:

- awardee did not return to country or institution (1)
- training was not directly applicable in awardee's current position (1)
- the award was a personal award

From these comments it would appear that in the overwhelming majority of cases the training given to FAD awardees has had significant impact on the research and research training in their home institutions and countries.

Match between FAD Awards and Divisional Projects

An analysis of the disciplinary areas of FAD awardees and the research projects supported by other Centre divisions in the FAD awardees' home institutions revealed a relatively good match. Thirty-eight percent (38%) of FAD awardees were in areas of specialization in institutions which had research projects funded by Centre divisions. Forty-two percent (42%) of FAD awards, excluding award categories like the Pearson Fellowships which are purposefully not linked to other Centre projects, went to awardees in institutions in which no Centre division had any projects. Ten percent (10%) of FAD awards were given to awardees in different disciplinary areas from the division projects in their institution. The final ten percent (10%) of awardees had no record in FAD of their home institution.

Relationship of Awardees' Post-Training Duties to Research and/or Research Training

Of the 43 awardees who returned questionnaires, 34 (80%) were involved in research or research training, 6 (13%) were not, and 3 (7%) did not answer.

IMPLICATIONS/RECOMMENDATIONS

INDIVIDUAL AWARDS AND THIN SPREAD

LARO awards and awardees were, for the most part, involved in work that was within the Centre's divisional areas of priority. They were, also, within what the Centre considers to be the prime age for research training (31-45 years of age). Their professional distribution favoured administrators, researchers and teachers who are all, to some degree, involved in the building and/or maintaining of research capability. Moreover, among those who had completed their training, there was an overwhelming expression of the relevance of their training as well as evidence that the skills they had acquired through FAD sponsored training were being applied. Thus it appears that has fulfilled its complimentary and supplementary role in LARO with respect to division research and training activities.

The thin spread of the individual awards, however, indicates a weak quantitative impact which is perhaps less pronounced in Latin America because of its advanced state. None-the-less, over a period of years it has become increasingly clear to the division that the continuation of the traditional 'demand-response' method of operation, given present budgetary constraints, will not be adequate in fulfilling the division mandate. Therefore, there has been a move towards more structured 'supply-initiative' methods of operation, the 'trainor-trainee' system in which institutions are selected to receive focused aid either to provide trainees or to act as trainors within the region, for

example. Although LARO was without a Senior Program Officer until last year, it appears that the beginnings of such a system have been introduced, with some success, in the region.

DOMINANCE OF NON-DEGREE TRAINING

Closely related to the issue of quantitative impact is the type of training offered. During the period under review sixty-two percent (62%) of LARO awardees were funded for various types of non-degree programs. Of those funded for degree programs, sixty-seven percent (67%) pursued Master's programs, thirty-two percent (32%) pursued PhD programs and one percent (1%), a single awardee, pursued Bachelor's programs.

The preceding statistics are in full accord with the 1981 Training Policy Study which recommends the increased use of short-term and non-degree to build the research capability of the more developed regions, like Latin America and the Caribbean. The emphasis of non-degree over degree training, and of Master's over Doctoral over Bachelor's training are likewise in accord with the Centre priorities of remedying as quickly as possible the weaknesses in research capability while maintaining some degree of support for long-range benefits and of not providing basic training for researchers in regions where such training is available locally.

Given the above mentioned priorities it seems desirable to retain the present emphasis on non-degree programs and Master's over PhD programs, but also to discover more effective mechanisms for their operation.

PRE & POST PROJECT AND PROGRAM RELATED AWARDS

Pre-Project Awards, as their name implies, are for training researchers in anticipation of their participation in a Centre supported project. A review of FAD awardees in this category revealed that a number of the researchers did not return to their research projects until they were almost completed thereby defeating the purpose of the awards. To avoid this problem in future a ceiling of one year was imposed on pre-project awards. While this does not appear to have been a problem in LARO this ceiling should be retained to prevent its becoming one.

Post-Project Awards are justified by their importance in institution building and capitalizing on Centre investment, however, there is evidence that these, more than awards under any category, are given as an afterthought rather than having been built into the original training scheme. While it is understandable that in the evolution of a project the need for and desirability of further training of a researcher might emerge, more effort should be made to include the possibility of Post-Project Awards in the design stage of division projects. Further, the objectives of this category of awards should not be stretched to include 'further analysis of project data' since this is more appropriately part of the project itself.

Program-Related Awards share the objectives of Post-Project Awards to the extent that it has been proposed that the Post-Project Award category be absorbed by the Program-Related Awards but that priority be given to post-project applicants. However, the distinction between the two awards categories appears to remain useful since although they share similar objectives, they are,

in fact, quite different. Post-Project Awards must possess a clear tie to division supported research and are granted to researchers who have already participated in Centre projects and a therefore already known, while Program-Related Awards are granted with the idea that there will eventually be a link with future division research and may be given to researchers with whom the Centre has had limited contact.

BALANCE BETWEEN 'SUPPLY-INITIATIVE' AND 'DEMAND-RESPONSE'

One of the factors influencing the weak quantitative impact of the awards was the predominance of the 'demand-response' method of operation in the region. Clearly, this method of operation must be balanced by some form of 'supply-initiative' operation, be it the 'trainor-trainee' system so successful in Asia or some other, if FAD is to increase its impact on the development of research capability without a dramatic increase in funding. To do this it is important that FAD increase its interaction with division program staff in both the processing of applications and the development of training programs. The recent appointment of a Senior Program Officer for the region should help to facilitate such increased interaction.

PROGRAM DIRECTIONS

Given the above mentioned findings and conclusions about the impact of the program and process of awards what possible programs ought FAD to pursue in Latin America and the Caribbean in the future? What appears essential is the development and implementation of a new training philosophy in the region; one which will focus FAD

support in defined areas of need and which will work to strengthen institutions rather than individuals since LARO has clearly advanced to the point where this would be practicable. To this end, an indepth study on human resource development is presently underway in the region to determine the state of research development, hence the future directions for FAD programs in the region.

APPENDIX A

FRAMEWORK FOR EVALUATION

FELLOWSHIP AND AWARDS DIVISION

Framework for Evaluation

ASPECTS TO BE EVALUATED	OBJECTIVELY VERIFIABLE INDICATORS	METHODS OF VERIFICATION	SOURCES OF INFORMATION (SAMPLE)
Needs and Demand	Inquiries and Applications	Review of letters of inquiry and/or application including: country, age, sex, institution, interest, qualifications, type of training sought, location preference, and status of plans for training.	Letters from successful and unsuccessful applicants classified according to type of award and fellow- ship area.
Actual Support	Recipients of Awards	Review and analysis of application forms, and reports including: country age, sex, institution, qualifications, type of training sought, location preference and outcome.	Files of completed and current awardees including: application forms, letters and reports classified by type of award and fellow- ship area.
Process	Recipients of FAD awards. Documents from files of inquirers and unsuccessful applicants.	Questionnaire to awardees. Invite opinions re: their experience as awardees; secure feedback on current job status and effective- ness of various awards. Determine direction of application and Centre decision process.	Questionnaire returns. Questionnaire forms to all awardees. Files of successful and unsuccessful inquirers and/or applicants.

APPENDIX B

LIST OF DATA TO BE GATHERED QUESTIONNAIRE TO AWARDEES

DATA REQUIRED

1. PROGRAM (from completed and on-going awards)
 - a) Categories of Awards (defined). Total number under each.
 - b) Categories and number of awards by:
 - countries
 - discipline/areas of specialization
 - degree levels
 - age and sex
 - c) Comments from question A in Programs section of returned questionnaires.
 - d) Comments from the questionnaire regarding the relevance of the awardees' study program.
2. PROCESS
 - a) From completed and on-going awardees' files:
 - i. Source of applicants information leading to filing an application (see files and comments from question D in Programs section of returned questionnaire).
 - ii. Reasons given for recommendations of awardees.
 - iii. Comments from question C Programs section of the returned questionnaire regarding the awardees' experience.
 - b) From inquiries and unsuccessful applicants' files:
 - i. information regarding countries of origin and type of training sought.
 - ii. reasons given for rejection of applicants.
3. IMPACT
 - a) Distribution of awards by country and place of tenure.
 - b) Fit or match between awards and Centre projects.
 - c) Match between awardees' training program and post-training functions/activities.
 - d) Match between post-training activities and research or research training.
 - e) Comments from question B in Programs section of returned questionnaire.



INTERNATIONAL DEVELOPMENT RESEARCH CENTRE
CENTRE DE RECHERCHES POUR LE DEVELOPPEMENT INTERNATIONAL
CENTRO INTERNACIONAL DE INVESTIGACIONES PARA EL DESARROLLO

OFICINA
REGIONAL
PARA LA
AMERICA LATINA
Y EL
CARIBE

Apartado aéreo 53016
Bogotá D.E.
COLOMBIA
Cables
RECENTRE
Telex:
45366
Teléfono
255-8600

-Dear Awardee:

The Latin American Regional Office is presently conducting a study of the awards offered through the Fellowships and Awards Division, in order to determine their past effectiveness and to help in charting the path for the future. To this end we would appreciate your cooperation in completing and returning the enclosed questionnaire. Your answers will be of great assistance in our project.

Thank you for your cooperation.

Sincerely,

Paz G. Buttedahl
Senior Program Officer, LARO
Fellowships and Awards Division

IDRC FELLOWSHIPS AND AWARDS DIVISION

LATIN AMERICAN REGIONAL OFFICE

FOLLOW-UP QUESTIONNAIRE

Personal Data

A. Name: _____ Present Address: _____

Telephone Numbers - Home: _____
Office: _____

B. Position at the time of the Award -

Designation:	Department or Office:	Institution or Agency:
_____	_____	_____
_____	_____	_____
_____	_____	_____

Please list your functions in this position:

C. Present Position -

Designation:	Department or Office:	Institution or Agency:
_____	_____	_____
_____	_____	_____
_____	_____	_____

Please list your functions in this position:

D. Do you foresee a change or promotion in the near future? Please specify and explain:

Activities

A. Since your return from your IDRC sponsored study program have you delivered special lectures or papers related to your research?

No ☐ Yes ☐ Number: _____

Participated in training, seminar or workshop?

No ☐ Yes ☐ Area: _____ Number: _____

Engaged in a research project?

No ☐ Yes ☐ Area: _____ Funding: _____

Pursued further graduate work?

No ☐ Yes ☐ Masters ☐ Doctorate ☐ Non-Degree ☐

Programs

A. After reading the attached descriptions of the various types of programs available through IDRC and through your experience, how do you feel about the potential for each to contribute to the research capacity of the awardees? institution and/or country?

a) Pre/Post Project Awards

b) Program Related Awards

c) Group Training Courses

d) Research Fellows

e) Pearson Fellowships

B. How has your IDRC sponsored training helped in strengthening the research capacity of your institute/organization? Your Country? Please explain or give examples.

C. Do you think your experience could have been improved? How so?

D. From what source did you receive information which led you to apply for IDRC support?

☐ Print Material

☐ Friend of Colleague

☐ IDRC Staff

☐ Institution please specify _____

☐ Other please specify _____

APPENDIX C

SELECTED STATISTICAL TABLES

TABLE 1	COUNTRY OF ORIGIN OF AWARDEES
TABLE 2	HOST COUNTRY OF AWARDEES
TABLE 3	AREA OF STUDY OF AWARDEES
TABLE 4	TIME SERIES DISTRIBUTION OF LARO AWARDEES BY SEX AND AWARD CATEGORY
TABLE 5	NUMBER OF INSTITUTIONS WITH FAD AWARDEES AND CENTRE PROJECTS

TABLE 1 :

COUNTRY OF ORIGIN OF AWARDEES

COUNTRY:	AWARD CATEGORY:													TOTAL:
	PF	PRA	PRE	POST	PRO-D	PHD	RA	RF	SF	S-N	SRA	ENERGY	GROUP	
ARGENTINA		4	3	1			1		4		1	1		15
BAHAMAS	1													1
BARBADOS		2					2						1	5
BELIZE	1	1												2
BOLIVIA	1	7	1	2	1		2							14
BRAZIL	3	4		2			2				1	1	1	14
CHILE	3	5	9	15		1	2			1	1		3	39
COLOMBIA	6	13	3	9	1		7					1	2	42
COSTA RICA		7	2	1									1	11
CUBA							1							1
DOMINICAN REPUBLIC		2	1										1	3
ECUADOR		2	2				1							5
EL SALVADOR			2											2
GUATEMALA		1		1										2
GUYANA			8	3		2	4	1	1					19
HAITI		3		1										4
HONDURAS		1												1
JAMAICA	1	3	3	1			4		1				1	14
MEXICO	1		1	2			3				1			8
NICARAGUA		1		1			1							3
PANAMA	1	5		1							1			8
PARAGUAY				3			1							4
PERU	2	8		5			2						1	18
ST VINCENT			1											1
TRINIDAD & TOBAGO			4	3		1	2							10
URUGUAY		4					2	1						7
VENEZUALA		1												1
NOT SPECIFIED		1	1	3	1		3							9
TOTAL:	20	75	39	56	3	4	40	1	7	1	5	3	10	264

TABLE 2:

HOST COUNTRY OF AWARDEES

COUNTRY:	AWARD CATEGORY:												TOTAL:
	PF	PRA	PRE	POST	PRO-D	PHD	RA	RF	SF	S-N	SRA	ENERGY	GROUP
<u>LARO:</u>													
ARGENTINA	1		2				1		2		1	1	8
BARBADOS							2					1	3
BOLIVIA				1									1
BRAZIL	6			3	1		2					1	13
CHILE	3			1								3	7
COLOMBIA	7			2			1					2	12
COSTA RICA	16											1	17
ECUADOR				1									1
EL SALVADOR			1										1
GUATEMALA				1									2
JAMAICA			2				1					1	4
MEXICO	9			2			1			1			13
PANAMA			1										1
PARAGUAY				2									2
PERU	3			1			1					1	6
TRINIDAD & TOBAGO				2									2
URAGUAY									1				1
VENEZUALA			1	2									3
<u>OTHER:</u>													
CANADA	20	16	11	15	1	4	11	1		1		1	81
USA	5		13	14			6		1		2		41
GREAT BRITAIN	3		3	7			8		2		1		24
OTHER	6		1	2			4					1	14
NOT SPECIFIED			4	1			3		1				9
TOTAL:	20	75	39	56	3	4	40	1	7	1	5	3	264

TABLE 3 :

AREA OF STUDY OF AWARDEES

AREA OF STUDY:	AWARD CATEGORY:													TOTAL:
	PF	PRA	PRE	POST	PRO-D	PHD	RA	RF	SF	S-N	SRA	ENERGY	GROUP	
AGRICULTURE	3	16	3	7		1	6						2	38
ANTHROPOLOGY				2										2
BIOLOGY		1												1
BUSINESS		1					1							2
CHEMISTRY							1							1
COMMUNICATIONS		7		2			2							11
COMPUTER STUDIES	1						1							2
DEMOGRAPHY		1		1										2
ECONOMICS	1	5	3	7	2		1		3		4			26
EDUCATION	3	17	5	10		2	9		1	1			4	52
ENERGY		1										3		4
ENGINEERING	1			1										2
ENVIRONMENT		1												1
FISHERIES	2	2	10	3									2	19
FORESTRY			1	3										4
GEOGRAPHY	1			1										2
HEALTH	4	2	11	8			2							27
INFORMATION SCIENCE	2	4	1	2	1									10
JOURNALISM							1							1
LANGUAGE STUDIES							1							1
LIBRARY SCIENCES		7	3				2							12
NUTRITION				2										2
POLITICAL SCIENCE						1	2	1	2					6
PUBLIC ADMINISTRATION	1	2												3
SOCIOLOGY		4		4			4							12
TECHNOLOGY POLICY	1	2	2	2			3		1		1			12
URBAN STUDIES		1		1			3							5
OTHER		4												4
TOTAL:	20	75	30	55	3	4	40	1	7	1	5	3		4

TABLE 4 :

TIME SERIES DISTRIBUTION OF LARO AWARDEES BY SEX AND AWARD CATEGORY

AWARD CATEGORY:	70-72			73-75			76-79			79-81			82-85			TOTAL		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
ENERGY													2	1	3	2	1	3
PEARSON	1		1				3	1	4	3	5	8	4	2	6	12	8	20
PHD THESIS	1		1				3		3							4		4
POST-PROJECT				2		2	12	2	14	5	3	8	13	7	20	41	15	56
PRE-PROJECT							8	6	14	1	8	9	9	4	13	20	19	39
PRQ-D										3		3				3		3
PROGRAM-RELATED										3	1	4	36	17	53	45	30	75
RESEARCH ASSOC.				12	1	13	14	1	15	8	4	12				34	6	40
RESEARCH FELLOW.													1		1	1		1
SENIOR FELLOW.	3		3	1		1	1		1	1		1	1		1	7		7
SR RESEARCH ASSOC.				1		1	4		4							5		5
SOUTH-NORTH													1		1	1		1
TOTAL:	4	0	4	16	1	17	45	10	55	24	21	45	67	31	98	172	79	254
PERCENTAGE:	100% M			94% M			82% M			53% M			67% M			68% M		
				6% F			18% F			47% F			33% F			32% F		

*Group Training Awards not included

TABLE 5:

NUMBER OF INSTITUTIONS WITH FAD AWARDS AND CENTRE PROJECTS

COUNTRY:	NO. OF INSTITUTIONS WITH FAD AWARDEES	NO. OF FAD AWARDEES	NO. OF CENTRE PROJECTS
ARGENTINA	15	15	68
BAHAMAS	1	1	-
BARBADOS	3	5	11
BELIZE	1	2	5
BOLIVIA	11	14	30
BRAZIL	9	14	61
CHILE	28	14	128
COLOMBIA	28	42	112
COSTA RICA	3	11	57
CUBA	3	1	5
DOMINICAN REPUBLIC	1	3	17
ECUADOR	5	5	30
EL SALVADOR	2	2	5
GUATEMALA	5	2	17
GUYANA	7	19	13
HAITI	4	4	9
HONDURAS	-	1	9
JAMAICA	10	14	47
MEXICO	7	8	54
NICARAGUA	2	3	10
PANAMA	6	8	15
PARAGUAY	4	4	15
PERU	15	18	81
ST VINCENT	1	1	2
TRINIDAD & TOBAGO	5	10	22
URUGUAY	4	7	22
VENEZUELA	2	1	10
NOT SPECIFIED	23	9	-
TOTAL:	204	204	850

NOTE:

In the preceding tables the following abbreviations were used:

PF:	Pearson Fellowship Awards
PRA:	Program Related Awards
PRE:	Pre-Project Awards
POST:	Post Project Awards
PRO-D:	Professional Development Awards
PHD:	PhD Thesis Research Awards
RA:	Research Associate Awards
RF:	Research Fellowship Awards
SF:	Senior Fellowship Awards
S-N:	South-North Research Awards
SRA:	Senior Research Associate Awards
ENERGY:	Energy-Related Awards
GROUP:	Group Training Awards

APPENDIX D

PEARSON CANDIDATES OVERVIEW 1986-87

PEARSON CANDIDATES OVERVIEW 1986-87 (LARO)

Introduction

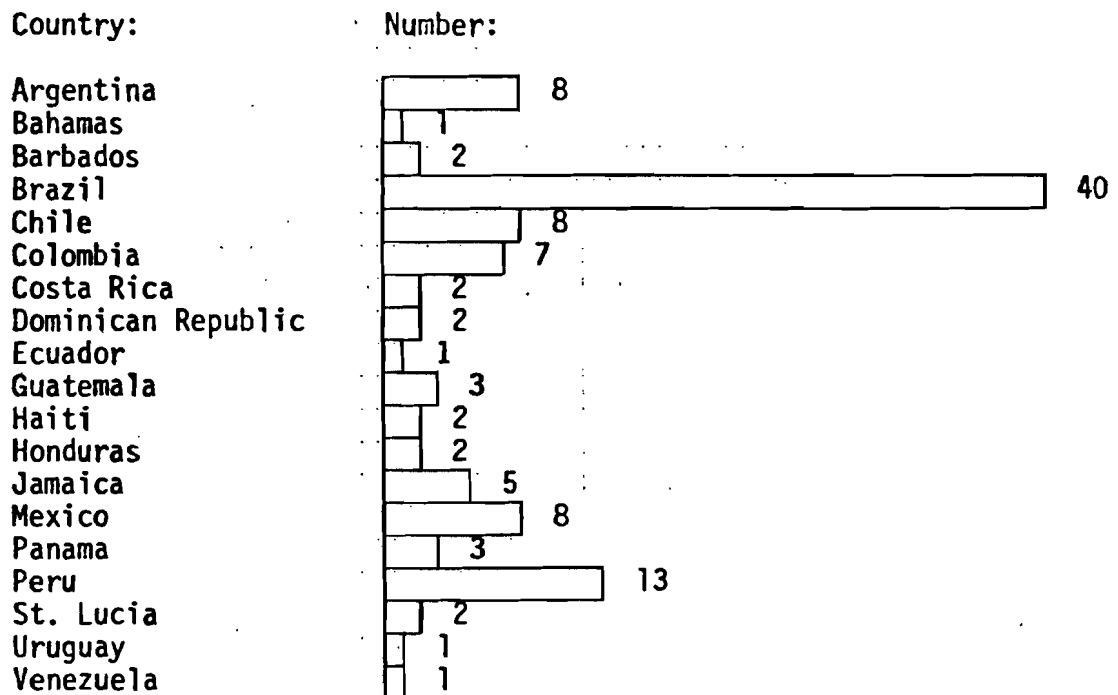
In the 1986-87 Pearson Selection from the Latin American Regional Office there were a total of 111 applicants representing many countries, areas of interest and sectors of public service. The deadline for submission of the applications was September 30th, 1985 and during the week of October 28th - 31st a selection of 12 applicants for interview was made. The following is an overview of the total applications for this year's selection along with some observations and recommendations for future selections.

Overview

Country Distribution of Applicants

Amongst the 111 candidates for this year's Pearson Fellowships were applicants from the majority of countries within the region. However, perhaps because of the relative differences in size, Latin America was somewhat better represented than the Caribbean. The following table summarizes the overall distribution of applicants.

Table 1 - Country Distribution of the 1986-87 Pearson Applicants



As the preceding table shows the overwhelming number of applications originated with Brazil followed somewhat distantly by Peru, Argentina, Chile, Mexico and Colombia, countries, with the notable exception of Argentina and perhaps Mexico, which have traditionally been most successful in receiving Pearson Fellowships in the past.

Table 2 - Country Distribution of LARO Pearson Awardees 1976-85

Country:	Number:
Bolivia	1
Brazil	3
Bahamas	1
Belize	1
Chile	3
Colombia	6
Jamaica	1
Mexico	1
Panama	1
Peru	2

Areas of Interest

Not surprisingly, the 111 candidates for this year's selection reflected many areas of interest. However, as with country distribution, the traditional areas of interest remain strong. Research and training in the areas of Health Sciences and Agriculture remain constant but there appears, as well, to be an increasing demand for studies centered on communications and management skills. The following two tables summarize the current areas of interest and the areas which have been supported in the past.

Table 3 - Areas of Interest Proposed by Pearson Candidates for 1986-87

Area:	Number:
Agriculture	9
Communications	14
Computer Studies	5
Economics	2
Education	1
Health Sciences	15
Library Science	4
Public Admin./Management	22
Resource Management	6
Research Methodology	5
Rural Development	2
Science & Technology Policy	1
Sociology	1
Urban Development	6
Other	3
Not Defined	15

Table 4 - Fields of Study of Pearson Awardees 1976-85

Area:	Number:
Agriculture	3
Computer Studies	1
Economics	1
Education	3
Engineering	1
Fisheries	2
Geography	1
Health	4
Information Science	2
Public Administration	1
Technology Policy	1

Positions Held by the Applicants

In accordance with Centre policy the majority of applicants performed planning and management functions in government positions or were professionals assisting the governments in its planning and management functions. However, there were a significant number of applicants who were government officials not involved in planning or management functions and were therefore not in line with Centre priorities and an even greater number of private individuals, professionals, researchers, even a student who did not meet Centre requirements at all. Among these there were a surprising number of academics from State universities who clearly saw themselves as civil servants but who would not be considered as such within the Centre.

Table 5 - Positions Held by the Pearson Applicants of 1986-87

Position:	Number:
Government Officials	33
Managers of Government Corporations	12
Researchers & University Professors	21
Miscellaneous Professionals	32
Students	1
Others Not Defined	12

Observations on Application Procedures

Under the present system the Centre is responsible for the distribution of application packages to the Regional Offices and the Embassies. The Embassies, in turn, are responsible for the dissemination of information, the identification of candidates, the overseeing of the completion of the required forms and the return of the completed forms to the Regional Office, or alternately Ottawa, by the September 30th deadline. The candidates are

required to complete standard application forms and to attach a letter of support from their current employer. They frequently include their CV's, language certificates and copies of their diplomas or awards, but they are not currently required to do so.

In this year's applications certain anomalies were observed. Firstly, it was discovered that there was a discrepancy between the candidates' language ability as indicated by their completion of the application forms or by their attached language ability test score and their own perception of their ability. Such a discovery calls into question the ability of the primary selector to assess the candidates' language ability thereby leaving this assessment in the hands of the panel of interviewers, a costly exercise. Secondly, the applications for 1986-87 appeared to take several forms. There were original Centre published forms, xeroxed copies of these forms, alternate forms and CV's with no forms any of which might or might not be accompanied by a referral letter from the Embassy. (See Table below).

Table 6 - Type of Form Submitted by the 1986-87 Pearson Applicants

Type of Form:	Number:
Original IDRC Printed Form	32
Xeroxed IDRC Printed Form	6
Alternate Form	3
C.V. Only	9

This difference in applications posed several problems. Firstly, if procedure was to be followed all forms ought to be original, as distributed by the Embassies, and accompanied by letters of referral, since the Embassies are responsible for identifying the candidates and forwarding their applications. Moreover, when procedure was not followed many of the forms, and certainly the alternates and CV's, were incomplete and did not provide sufficient information for accurate assessment of the candidate concerned. In addition, it was clear that those applications which were submitted without proper forms or on xeroxed forms represented the majority of applications which might be rejected immediately upon first reading as not meeting the conditions of the award.

In light of these observations it seems advisable to recommend two things. Firstly, that all candidates be required to attach a language certificate or copy thereof to their application so as to render the language assessment, a vital portion of the preliminary selection, more accurate. Secondly, that in future a policy be made that only applications which are complete and submitted on the appropriate form with Embassy's endorsement be considered. Thereby increasing fairness to those who do follow procedures and eliminating immediately those who do not meet Centre requirements thus allowing greater time for careful and thoughtful examination of the endorsed candidates before the interview.